

# Chestnut Nursery Schools Ltd

1 Corry Drive, Brixton, Lambeth, SW9 8QS

<b>Inspection date</b>	25/03/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff plan a wide range of stimulating activities based on children's interests that result in good levels of engagement of children.
- Staff keep parents well informed of their children's progress and provide good opportunities for parents to contribute to their children's learning.
- Children are happy and secure because they have warm, nurturing relationships with staff, who know them well.
- Staff keep children safe because they carry out risk assessments covering all aspects of the nursery.

### It is not yet outstanding because

- Opportunities for babies to further develop their imagination through role play are not as extensive as they could be.
- Experiences for children to learn about and use technology are not widely developed.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector carried out a joint observation with the manager of an adult-led group activity.
- The inspector observed the indoor and outdoor environments.
- The inspector observed interaction between staff and children.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation and held a discussion with the manager.
- The inspector spoke to parents, staff and children and took their views into consideration.

## Inspector

Jennifer Beckles

## Full report

### Information about the setting

Chestnut Nursery School registered in 2013 and is one of 11 nurseries owned and managed by Chestnut Nursery Schools Limited. It operates from a self-contained building, which is situated in a housing estate in Brixton in the London Borough of Lambeth. There are several enclosed areas for outside play. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open from 8am to 6.30pm for 51 weeks of the year. It closes for bank holidays and a week at Christmas. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 10 members of staff working at the nursery, including the manager. Currently, eight members of staff hold appropriate early years qualifications including six staff members who hold qualifications at level 3; one staff member who holds a qualification at level 4, and one staff member who holds a qualification at level 5. Furthermore, two staff members are unqualified and working towards early years qualifications. The nursery received funding for free early years education for children aged two, three and four years. There are 48 children in the early years range on roll.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- develop further opportunities for children to learn about and use technology
- provide more opportunities for babies to develop their imaginative skills through use of pretend play props, such as hats and bags.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children make good progress in this spacious, organised nursery. Staff pay careful attention to children's interests, which they reflect in a wide range of activities that result in good levels of children's engagement. Staff base planning on areas of learning and provide appropriate levels of challenge. As a result, children's needs are met effectively. Children are free to create their own play from a good range of accessible resources. This is balanced by adult-led structured learning activities. Children move freely between indoor and outdoor environments, which caters well for children's different learning styles.

Staff readily follow children's interests. For instance, they read books in lively tones linked to children's interest in mini beasts. Children learn about story structure and about the life cycle of butterflies. Staff extend children's learning by encouraging the children to look for

caterpillars and leaves in the garden. When children find leaves with holes in them, staff take the opportunity to relate this to 'The Very Hungry Caterpillar' story and ask children to use their problem solving skills to find out how the holes appeared. Children think deeply about this and make correct connections between the story and the fact that caterpillars had eaten parts of the leaves. This provides a good, practical way for children to learn about aspects of the natural world. Children use good small muscle control to knead, roll and pinch play dough while they make different models. Staff teach children mathematical language, such as 'bigger, smaller' to compare their models. Children decide to make caterpillars linked to a story and staff use the opportunity to ask children to recount the story events. This supports children's language and literacy skills well. Children cooperate well with each other as they take on different roles in the role play area. They learn to take turns and practise their language skills as they negotiate roles. Although there are old telephones and keyboards in the role play area, these are not functional and opportunities for children to use working technology are not fully developed. Children learn to recognise their names on cards when they arrive at the nursery. This supports early literacy skills well. Staff use daily opportunities to help children to learn to count, such as lining up the door and at snack times. Children learn about differences in sounds by singing nursery rhymes and songs and by playing musical instruments. This helps children to develop good listening skills, which supports their early literacy development. Overall, these experiences help children to learn essential skills for later use in school.

Babies enjoy exploring the texture of different materials as they make collage pictures. Staff talk to babies about the materials, teaching them new words to describe textures, such as 'smooth, shiny'. Babies handle chunky glue brushes well to spread glue across paper. Babies express themselves freely by arranging different materials in their own unique collage pictures. Staff teach babies daily care routines by washing and dressing soft toys. Staff provide good opportunities for babies to practise their crawling and climbing skills on flexible indoor apparatus. Opportunities for babies to develop their imaginative skills are not fully realised in role play, such as dressing up using hats and bags.

Staff teach children to move in different ways by arranging jumping, running and hopping races across the spacious outdoor area. Children balance on stumps and practise climbing across rope bridges. They have a growing variety of outdoor equipment. For instance, they learn physical coordination skills by throwing and catching balls, and learn to balance and ride on wheeled-toys. Staff encourage children to explore the garden to find mini beasts, which the children do eagerly. Staff talk to children about the features of snails and this supports their understanding of the world well.

Children who have special educational needs and/or disabilities made good progress. Staff work closely with health professionals to create specific plans to support the development of children with special educational needs and/or disabilities. Staff find out key words in the home languages of children learning English as an additional language and use visual resources to support their progress effectively. This helps children to communicate and supports their language development well.

Staff have good knowledge of children's progress because they carry out regular

observations and collect evidence of children's skills, which they evaluate well. They use this information to determine children's next steps for learning and this helps to ensure that children's needs are met effectively. Staff carry out regular assessments of children's progress, including checks between two and three years of age, and provide written summaries to parents.

Parents have good opportunities to contribute to their children's learning because they share their observations of their children with staff through 'Wow' notes. These are displayed to celebrate children's achievements. Staff use this information to inform planning well. Staff keep parents informed of their children's well-being and progress through daily interaction, daily diaries for children under two years of age, and regular review meetings.

### **The contribution of the early years provision to the well-being of children**

Children are content and feel safe in this warm nursery. Staff know children very well and spend a lot of time finding out about children's skills and interests when they first arrive at the nursery. They use this information to provide activities that children enjoy and this helps them to feel valued and to settle well. Staff work closely with parents to find out about the routines of babies so that staff can follow the same routine in the nursery. This supports babies to settle well because their home routines are not disrupted and maintained in the nursery.

The bright, colourful environment promotes a good sense of well-being in children. Their artwork is attractively displayed and accessible resources encourage freedom of choice. Children behave in safe ways, such as sitting down to eat at snack times to avoid choking. Staff remind children to walk indoors to avoid accidents. Children have good independent skills. They find their bed linen bags by identifying their names and photographs on the bags and bring them to their sleep mats. Children use the bathroom independently to wash their hands at appropriate times, supported by staff as appropriate. Babies feel happy and at ease because staff change their nappies in comfortable, clean areas.

Staff encourage children's independence at meal times. Children serve themselves from communal fruit bowls and pour their own drinks. Staff provide healthy, nutritious meals, which cater for special dietary needs. This serves to protect children from eating unsuitable food. Children benefit from daily fresh air and physical exercise in the spacious gardens where they use a range of equipment and resources.

Staff manage children's behaviour well. During whole group discussion, staff remind children of fair ways to behave. Staff examine any triggers for misbehaviour and use this information to help prevent misbehaviour. Staff are gentle with children and consistent in their approach. They use praise to motivate children to behave in positive ways. As a new nursery, children are mainly under three years of age and the manager has begun negotiations with a local school to find ways to support pre-schoolers in the future. Staff support children who move group rooms at the nursery by allowing children to get to

know staff, routines and the environment before they start. This supports their move into new group rooms effectively.

Children learn about difference because staff discuss and celebrate special events. For instance, staff visit a local market with children to buy Chinese food for children to taste during Chinese New Year. They read stories to children in different languages and play music from around the world. This helps to develop children's awareness and understanding of different cultures.

### **The effectiveness of the leadership and management of the early years provision**

Management has good knowledge of its responsibilities in relation to the requirements of the Statutory framework for the Early Years Foundation Stage. Staff keep children protected from harm in a range of ways. For instance, the nursery has a secure entry system to prevent intruder access, including electronic buzzer entry with cameras. Staff are checked thoroughly to assess suitability for their roles and this helps to keep children protected from harm. Staff carry out regular risk assessments covering all aspects of the nursery and this supports children's safety further. Staff have good knowledge of procedures to follow should they be concerned about a child.

Staff have regular opportunities to meet up with the manager individually to discuss practice issues. This enables management to offer appropriate support to staff to improve practice. A staff appraisal system is in place and appraisals are scheduled to take place in the coming months because the nursery has been in operation for a short while. Management collects information on a wide variety of different courses to enhance staff skills to be discussed with staff during appraisals.

Management has good systems in place to monitor the quality of staff practice. The manager carries out regular observations of staff and reviews planning and children's learning journals on a regular basis. This helps to alert management to any inconsistencies in quality so that this can be addressed readily. Children's progress is tracked by staff and this helps to identify children operating below expected levels so that suitable action is taken to support development.

Staff work well with others to support children's learning. Staff have good links with health professionals who offer advice and support on care and learning for children with special educational needs and/or disabilities. Staff work well with parents by keeping them up to date on their children's progress and by providing good opportunities for them to be involved in their learning. Staff receive advice and support on early years matters from the early years department of the local authority.

Management has clear priorities for improvement of the nursery because it has good knowledge of the strengths and weaknesses of the nursery. For example, it plans to enhance the outdoor area to provide wider learning opportunities for children. The

nursery operates successfully and has good capacity to maintain this in future.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY467391
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	939180
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	66
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Chestnut Nursery Schools Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07515170491

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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